Relational Learning Special Interest Group

In Conversation: How Relational Learning Lives and Grows in Our Schools
Introduction

● Session Overview
● Origins

‘The teacher-boy connection does not merely contribute to or enhance teaching and learning; relationship is the very medium through which successful teaching and learning is carried out’ (Reichert & Hawley)
The ‘Why’ of our Group

- The main thing: boys learn their teachers before their subjects!
- Sharing practice, challenges and solutions across diverse contexts
- Creating and sharing resources (e.g. SJTEB, Discussion Protocol)
The Southport School

- Development of whole-school systems to embed relational teaching practices
The Southport School

The Why...

“it is teachers who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement.”

The Southport School

The Why..
The how...

Reichert’s Relational Gestures

- reaching out to meet the particular needs of individual boys;
- demonstration of subject mastery;
- the maintenance of high standards and expectations of boys’ conduct and work quality;
- responding to boys’ personal interests or talents;
- sharing common interests with boys;
- accommodating a measure of opposition from boys.
The Southport School

- Completion of Relational Judgement survey
- Room entry and exit practices
- Behaviour management framework - with 'levels' of intervention that:
  - Ensure poor behaviour is addressed consistently and appropriately
  - Maintain the primacy of the student-teacher relationship
  - Ensure that teachers feel supported and reinforced
  - Incorporate restorative practices

Progressive Learning and Wellbeing

Personalised, evidence-based learning and wellbeing that enables every individual to achieve and thrive.

Stephanie Walton and Catherine Brandon
TRINITY 2030

STRATEGIC PLAN

This strategic intent builds on the past and the school’s reputation for innovation, service, community connection, high achievement and leadership. It represents a considered evolution of the holistic approach to education and the development of young people that defines Trinity.

PURPOSE
An aspirational learning community that inspires every individual to strive and contribute positively to society.

VALUES
The culture that we have developed over our rich history has been characterised by the values that shape who we are and who we will become.

COMMUNITY
Connecting and learning together

SERVICE
Putting others first

PERSPECTIVES

PATHWAYS

PERSONALISATION

DYNAMIC STEWARDSHIP

ENGAGED COMMUNITY

PURPOSEFUL LEADERSHIP

PROGRESSIVE LEARNING AND WELLBEING

STRATEGIC PLATFORMS
Four Strategic Platforms have been developed to enable us to realise our ambition.

AMBITION
We will be a leader in personalised learning, deep partnerships, broad perspectives and rich pathways.
The journey so far..

Celebrations and Challenges

- Relationships
- Safety & Help Seeking
- Expectations Boundaries
- Inclusion & Belonging
- Skills for Learning & Life

- Knowing our students
- Student engagement
- Student Agency
- Positive Classroom Culture
- Use of Data

Collaboration
Trinity Research 2024

Building partnerships and research in context

Authentic engagement and Teaching in Innovative Spaces – Marian Mahat and The University of Melbourne

Student Agency and Self-Regulated Learning – The University of Queensland Schools’ Partnership

School based projects

Development of a new teaching experience platform – Microsoft 365 Project
David Vinegrad and relational teaching strategies
Personalised Professional Learning for staff (Monash Classroom Research, Luminal VR project,
Research – Understanding student perspectives on gender in learning and spaces (in conjunction with Adelaide University TBC)
Student Wellbeing Initiative
Staff Wellbeing Action Group
Intentionality

Definition of Excellent Teaching (DET)

Relationship Mapping
The following table outlines Gilman’s definition of excellent teaching, regardless of the age of the student or the academic discipline being taught. It recognizes that excellent teaching demands an array of practices, habits, and qualities and attempts to capture the complexities of a teacher’s world.

**RELATIONSHIPS WITH STUDENTS**

- Building connections with students in and out of the classroom, including:
  - Responding to students’ interests or talents.
  - Sharing mutual interests with a student.
  - Accommodating reasonable opposition.
  - Revealing vulnerability.

**RELATIONAL LEARNING ENVIRONMENTS**

- Creates a safe, inclusive learning environment where all students have a sense of belonging, emphasizing:
  - High expectations for learning and behavior.
  - Socio-emotional development.
  - Cross-cultural representation and competency.

**CULTURAL RESPONSIVENESS**

- Builds relationships with students that are both respectful of and responsive to their unique cultural identifiers, including:
  - Ability
  - Gender
  - Nationality
  - Race
  - Religion
  - Sexual orientation
  - Socio-economic status

**ENGAGING INSTRUCTION**

- **Applied knowledge: Gilman skills**
  - Supports students’ application of key content areas through both effective formative and summative assessment of the students’ capacity to:
    - Think critically and expansively about our complex world.
    - Communicate effectively with diverse audiences.
    - Collaborate to solve problems and affect positive community impact.
    - Create works of self-expression that serve and inspire others.

- **Effective methods for boys**
  - Fosters a classroom environment responsive to boys’ developmental patterns and learning needs, emphasizing:
    - Integrated motor activity.
    - Creation of products.
    - Role play and assumption of real-world roles.
    - Teamwork and healthy competition.
    - Open inquiry and exploration.

- **Individualized instruction and support**
  - Recognizes, supports, and nurtures the potential of individual students, emphasizing:
    - Implementation of differentiated instructional strategies that meet a student’s individual learning needs.
    - Implementation of recommended academic accommodations.

**PROFESSIONAL EXPECTATIONS**

- **Embodying mission and values**
  - Embraces Gilman’s mission to support boys in mind, body, and spirit and models the Gilman Five:
    - Honor
    - Integrity
    - Respect
    - Humility
    - Excellence

- **Commitment to growth and improvement**
  - Welcomes and is responsive to feedback and coaching from supervisors, peers, parents, and students.
  - Responsibly meets the expectations of the three-year DET Growth Process, including appropriate annual goals on:
    - Research and goal setting.
    - Peer team and/or one-on-one support.
    - Self-reflection.

- **Communication with adults**
  - Collaborates with colleagues, including faculty and staff.
  - Effectively communicates and partners with parents in support of students.
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<th>Building Connections</th>
<th>Relational Learning Environments</th>
<th>Cultural Responsiveness</th>
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| Builds healthy connections with students in and out of the classroom, including:  
• responding to students’ interests or talents  
• sharing mutual interests with a student  
• accommodating reasonable opposition  
• revealing vulnerability | Creates a safe, inclusive learning environment where all students have a sense of belonging, emphasizing:  
• high expectations for learning and behavior  
• socio-emotional development  
• cross-cultural representation and competency | Builds relationships with students that are both respectful of and responsive to their unique cultural identifiers, including:  
• ability  
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Crescent School

- Embedding the relational learning journey through new faculty onboarding program and peer mentorship programs
- Relational Learning Handbook for Elementary Educators of Boys
- Creating a Reflective Practice for Schools
- Building Connected School Communities Through Relational Learning
- Establishing a Relational Culture:
  - New Faculty Onboarding Training in Relational Learning
Relational Teaching Strategies for Elementary School Educators of Boys

Prepared for Crescent School by Sandra Boyes and Natalie Viers in conjunction with an international study led by Michael G. Reschert, Center for the Study of Boys' and Girls' Lives, University of Pennsylvania and Joseph Nelson, Swarthmore College.

EMBEDDING THE RELATIONAL LEARNING FRAMEWORK IN SCHOOL CULTURE: CREATING A REFLECTIVE PRACTICE MODEL FOR SCHOOLS

CRESCE NT SCHOOL, TORONTO, CANADA
Thank You

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